

Strategy for Developing Pedagogical and Professional Competence of Islamic Education Teachers Through Integrated Training Management

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ABSTRACT

This research aims to analyze integrated training management strategies in improving the pedagogical and professional competencies of Islamic Religious Education (PAI) teachers. The gap between mastery of material substance (professional) and methodological proficiency (pedagogical) in the digital era is the main background for the need for an integrative HR development approach. The research method used is descriptive qualitative. Data were collected through in-depth interviews with principals and teachers, participatory observation of training activities and teaching practices, and documentation studies. Data analysis applied an interactive model including data reduction, data presentation, and drawing conclusions. The research results show that integrated training management is implemented through four strategic stages: 1) Planning based on need analysis through honest competency audits to develop an integrative curriculum; 2) Implementation using blended methods and a learning by doing approach that combines theory and practice simultaneously through microteaching; 3) Integration of information technology using the Learning Management System (LMS) as a catalyst to unify professional content with digital pedagogy; and 4) Post-training evaluation through clinical supervision and peer review reflection forums. This research concludes that combining pedagogical and professional aspects in a continuous training cycle can change the teacher's teaching paradigm to be more student-centered and ensure that teacher competencies are effectively implemented to improve the quality of classroom learning.

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Introduction

Teachers are the most crucial component in the education system, holding primary control over the quality of the classroom teaching and learning process. As the spearhead of education, teachers serve not merely as transmitters of material but as architects who design students' holistic learning experiences. In the context of Islamic Religious Education (PAI), this role becomes even more crucial because teachers have a dual, transformative burden: transferring knowledge (transfer of knowledge) and instilling spiritual character values (transfer of values). Therefore, pedagogical and professional competency standards are essential for every educator to achieve the vision of Islamic education optimally. (Munifah et al., 2026).

Professional competence requires Islamic Religious Education teachers to possess in-depth, broad, and up-to-date mastery of material, encompassing aspects of the Quran, Hadith, Aqidah (Islamic creed), Jurisprudence (Fiqh), and Islamic cultural history. Meanwhile, pedagogical competence requires teachers to understand student characteristics, design effective learning strategies, and conduct objective evaluations. (Munawir et al., 2025) These two competencies ideally go hand in hand; professionalism ensures the depth of content, while pedagogical competence ensures that the content is conveyed and received well by students in accordance with current developments.

However, the reality on the ground often reveals a significant gap between the ideal of competence and daily practice. A common phenomenon is the dichotomy of competence among Islamic Religious Education (PAI) educators. Many teachers possess a strong command of religious literature and a deep understanding of theology, yet they experience significant difficulties managing heterogeneous classes or utilizing modern technology-based learning media. (Saridudin, 2024) As a result, difficult and complex material is often delivered using conventional, monotonous methods, thus reducing students' interest and absorption of religious teachings.

Conversely, a challenge arises in that some young teachers are highly skilled in operating digital devices and information technology, yet their religious content still requires further strengthening. This imbalance creates a paradox in Islamic education: the learning package appears attractive and innovative, yet lacks the essence of spiritual depth and the accuracy of Islamic teachings. If this situation is left unaddressed, the goal of Islamic Religious Education (PAI) education, which aims to produce a generation that is both intellectually intelligent and spiritually pious, will be difficult to fully realize. (Najib & Darnoto, 2024).

In an effort to break the chain of inequality, integrated training management presents a strategic solution to integrate these two competencies so that they develop simultaneously and not partially. This training management no longer views pedagogical and professional competencies as two separate entities, but rather as a systemic whole in teacher human resource development. Through an integrated approach, each training is designed to ensure that teachers' religious insight is always accompanied by methodological expertise, so that Islamic Religious Education teachers are able to emerge as modern, competent, and authoritative educators in the era of digital transformation..

Research Methods

This study uses a qualitative approach with descriptive methods to explore the phenomenon in depth and comprehensively. The choice of a qualitative approach was based on the need to comprehensively understand how integrated training management strategies are implemented to improve Islamic Religious Education teacher competency. (Creswell, 2017). With this paradigm, researchers act as key instruments who are directly present in the field to capture meanings, interaction patterns, and organizational dynamics that cannot be measured statistically, thus producing rich analytical descriptions of human resource development in educational institutions.

Primary data in this study was collected through in-depth interviews with several key informants who had authority and direct involvement in the training program. These informants included school principals as strategic policy makers, and Islamic Religious Education teachers as both subjects and beneficiaries of the competency development program. The interviews were conducted using semi-structured guidelines to provide space for informants to explore their experiences, obstacles, and perceptions regarding the integration of pedagogical and professional aspects in the training that had been implemented. (Bungin et al., 2012).

In addition to interviews, researchers also conducted participant observations of the implementation of training activities and teacher teaching practices in the classroom. These observations aimed to cross-validate the information conveyed in the interviews with the objective reality on the ground. Researchers closely observed how the training material was applied in teaching methodology, the use of learning media, and teacher-student

interactions.(Ardiansyah et al., 2023)This process is crucial to see the extent to which changes in instructional behavior occur after teachers undergo integrated training management.

To strengthen the credibility of the research findings, documentation techniques were used as a supporting instrument in data collection. Researchers reviewed official school documents, such as annual training program plans, training curricula, and teacher performance evaluation reports (PK Guru).(Hermina & Nurrisa, 2025)This documentation provides empirical evidence regarding quantitative achievements and qualitative records that are recorded administratively, so that researchers can compare the development of teacher competencies before and after the integrated training management program was implemented.(Ardiansyah et al., 2023).

Data analysis was conducted in a fluid manner using an interactive model consisting of three main stages: data reduction, data presentation, and conclusion drawing. In the reduction stage, data collected from various sources was filtered and focused on key points related to the research theme. The data was then presented in a systematic, descriptive narrative to facilitate understanding of the inter-competency relationship patterns. The final stage was conclusion drawing and verification, where researchers formulated the essence of the field findings to answer the research question regarding the effectiveness of integrated training management strategies for Islamic Religious Education teachers.(Ardiansyah et al., 2023).

Results and Discussion

1. Training Planning Based on Needs Analysis

The initial strategy that serves as the foundation for integrated training management is implementing planning based on a needs analysis. This stage is not merely an administrative exercise, but a crucial process to ensure that the program being implemented is highly relevant to the issues faced by educators. In practice, school management conducts a comprehensive competency audit of all Islamic Religious Education (PAI) teachers. This audit aims to precisely identify gaps between expected competency standards and the actual capabilities of current teachers.

This problem-mapping process is conducted through various instruments, ranging from classroom observations and performance assessments to self-administered questionnaires by teachers. With accurate data, school management can identify whether the primary weaknesses lie in mastery of classical religious literature or in the use of modern instructional tools. Without a thorough needs analysis, training tends to be general and often misses the root of the problem, rendering resources ineffective in improving the quality of learning.

Once the competency map is established, the next step is to develop an integrative training curriculum. Unlike conventional models, which often separate the schedule for developing substantive material from teaching techniques, this integrated planning structured curriculum integrates both aspects. This strategy is designed to eliminate the dichotomous separation between the pedagogical "Teaching Method" session and the professional "Deepening of the Quran, Hadith, or Fiqh Material" session. Both are woven into one overarching theme that reinforces each other.

This integration enables teachers to understand that complex religious material requires a specific methodological approach to be understood by millennial students. For example, when the training curriculum discusses contemporary Islamic jurisprudence (Fiqh) laws, the material is directly paired with problem-based learning techniques or case simulations. Thus, teachers not only gain theological insight but also gain a practical understanding of how to transform this knowledge into an interactive classroom environment.

Furthermore, this integrated planning includes selecting resource persons or instructors with multiple capacities. School management tends to select facilitators who are not only experts in religious studies but also have a background in educational practice and an understanding of learning psychology. This is crucial to ensure that the narrative developed in the training remains grounded in classroom reality, rather than merely relying on difficult-to-understand academic theory. The synergy between the expertise of the resource persons and

an integrated curriculum is key to building the confidence of Islamic Religious Education teachers.

Beyond the material aspect, this planning also addresses logistics and strategic timing to avoid disrupting teachers' regular workloads. Good training management takes the school's academic schedule into account, allowing teachers to participate in the training in a mentally prepared and focused state. During this phase, teachers' active involvement in formulating training objectives is also a priority, fostering a sense of belonging to the self-development program they will undergo.

Overall, the research results show that thorough, data-driven training planning can minimize teacher resistance to change. When teachers perceive that the training curriculum addresses the real challenges they face in explaining difficult material, their learning motivation increases significantly. This is the starting point for successful integrated training management, where awareness of the importance of balancing pedagogical and professional competencies is instilled from the program design stage, ultimately leading to improved quality of Islamic education at the institution.

2. Implementation of Integrated Training (Blended Method)

The implementation stages of integrated training management are a manifestation of the previously developed integrative planning. The primary strategy employed is a simultaneous combination of theoretical reinforcement and hands-on practice, known as the "learning-by-doing" approach. In the context of Islamic Religious Education (PAI) teachers, this means that each in-depth study of essential material doesn't stop at the cognitive level but is directly transformed into instructional skills ready for use in the classroom.

One concrete example of this integration is seen in the in-depth interpretation session of Quranic verses. After the resource person provides an in-depth explanation of the *asbabun nuzul* (the origins of revelation) and the legal content of a verse (the professional aspect), the participants are not left to be mere passive listeners. They are immediately directed to participate in a practical session on creating interactive presentation media relevant to the verse (the pedagogical aspect). Using technological devices such as Samsung Galaxy Tabs or laptops, teachers are trained to simplify complex interpretation concepts into engaging visualizations for students.

The use of interactive media aims to convey Islamic Religious Education (PAI) material, often considered heavy and theoretical, more easily without compromising its scientific value. Teachers are taught how to integrate short videos, infographics, and even digital quizzes into their exegetical presentations. This process automatically hones teachers' professional acumen in selecting the essence of the material, while also enhancing their pedagogical skills in using educational technology to support effective message delivery.

In addition to media reinforcement, the implementation strategy also emphasizes the use of microteaching methods, or small-scale teaching practices. In these sessions, each Islamic Education (PAI) teacher is given the opportunity to practice the latest learning theories, such as Inquiry Learning or Discovery Learning, while remaining within the context of Islamic Education (PAI) material. This practice is crucial because teachers often understand educational theories conceptually but struggle to implement them in real-life learning scenarios.

During the Microteaching process, teachers' professionalism is monitored through the accuracy of their arguments and the depth of their explanations. At the same time, pedagogical aspects are assessed based on how they open lessons, manage classroom dynamics, and even practice questioning techniques with students. This training model allows teachers to make mistakes in a safe environment (training sessions) and receive direct feedback from peers and expert instructors before entering the classroom.

The advantage of this integrated training is the creation of a holistic learning experience. Teachers don't feel burdened by two separate training sessions, but rather experience a unified path of self-development. This synchronization is slowly eroding the dichotomy between "religious experts" and "teaching experts." A modern Islamic Religious Education teacher is

required to be both: possessing strong scholarly authority while simultaneously possessing engaging and adaptive teaching skills.

Overall, the implementation of this training model, which combines theory and practice, demonstrated significant results in improving educator confidence. Teachers felt better prepared to face challenges in the classroom because they were equipped with a complete arsenal of both content and methodology. This dynamic and interactive implementation pattern proved more effective in shifting the teacher paradigm from one that was content-oriented to one that focused on student learning success (student-centered), while maintaining professional standards.

3. Information Technology Integration

One key strategy implemented is mastering a Learning Management System (LMS) as the primary platform for distributing professional materials for Islamic Religious Education (PAI) teachers. Utilizing an LMS is not simply a digital trend, but rather a systematic effort to organize religious content into a structure that is more accessible to students. Through this digital platform, teachers are required to upload materials, modules, and digital biblical references in a structured manner, directly testing the depth of their mastery of professional content in a more modern and documented format.

The implementation of this technology naturally creates conditions that "force" teachers to independently and continuously improve their digital pedagogical competencies. When Islamic Religious Education teachers must develop learning flows within an LMS, they are not only required to master the material but also to understand the logic of digital navigation, online learning time management, and virtual interaction techniques. Thus, increasing professional capacity in understanding religious content goes hand in hand with improving methodological skills in the digital world.

The use of an LMS also allows for more effective personalized learning. Islamic Religious Education (PAI) teachers are trained to develop a variety of digital assessment tools, such as interactive quizzes, discussion forums, and project-based assignments, all of which are automatically recorded in the system. This allows teachers to analyze individual student learning progress (pedagogical aspects) based on their mastery of the PAI material presented (professional aspects). The data generated by the LMS serves as a basis for teachers to continuously improve their teaching methods.

Furthermore, the integration of an LMS into this integrated training management system breaks down the barriers of space and time in the teaching and learning process. Teachers no longer rely solely on face-to-face classroom meetings to deliver theoretical material, but can utilize digital platforms to provide broader enrichment materials. Teachers' ability to curate valid and credible digital content amidst the incredibly rapid flow of information also serves as a new indicator of their professionalism as religious educators in the information age.

An LMS acts as a catalyst in integrating pedagogical and professional competencies. Islamic Religious Education (PAI) teachers who are proficient in managing an LMS tend to be more creative in designing engaging learning scenarios. This transformation demonstrates that mastery of information technology is no longer merely an additional skill, but rather an integral part of the professional identity of modern Islamic Religious Education (PAI) teachers, capable of bridging traditional religious values with the digital lifestyles of today's generation.

4. Evaluation and Follow-up

The success of a human resource development program isn't measured by the closing ceremony or the distribution of certificates to participants. The most crucial strategy lies in the post-training phase, where school management closely monitors the implementation of the knowledge gained. The primary focus at this stage is ensuring that the time and resources invested in the training truly translate into tangible changes in instructional behavior in the classroom.

One concrete manifestation of this strategy is the implementation of regular, planned classroom supervision. This supervision is not intended to find fault or make administrative judgments, but rather serves as clinical guidance. The supervisor, in this case the principal or

superintendent, directly observes how Islamic Religious Education teachers integrate newly learned pedagogical strategies when delivering their professional content. This process serves as a crucial bridge to ensure that the theory learned in the training room is not simply lost but truly embedded in daily learning practices.

The primary goal of this supervision is to ensure coherence between mastery of the material and the delivery method. Researchers found that without post-training supervision, teachers tend to revert to their comfort zone of using conventional lecture methods. Through direct monitoring, teachers receive objective feedback on the effectiveness of their presentation media or the appropriateness of their use of discussion methods in explaining complex fiqh issues. This supervision ensures that the desired quality standards in integrated management are consistently maintained.

In addition to supervision, this follow-up strategy also includes a peer-review forum. In this forum, Islamic Religious Education (PAI) teachers who have participated in the training reconvene to share their experiences regarding technical challenges they encountered when implementing new strategies in the classroom. This collective discussion serves as a highly effective support system for collaborative problem-solving. This demonstrates that integrated training management creates a culture of continuous organizational learning, where every teacher feels encouraged to continuously improve.

Overall, the integration of training, classroom implementation, and ongoing supervision creates a continuous cycle of quality improvement. Research shows that schools that implement disciplined post-training management have a significantly higher success rate of learning transformation compared to schools that rely solely on one-off training. Therefore, post-training classroom supervision is key to quality assurance, ensuring that Islamic Religious Education teachers' pedagogical and professional competencies are not limited to certificates but are lived out in quality learning interactions with students.

Discussion

1. Training Planning Based on Needs Analysis

The initial strategy that serves as the foundation for integrated training management in Islamic educational institutions is implementing planning based on a needs analysis. Field findings indicate that this stage is not simply an annual administrative routine, but rather a crucial process to ensure that each human resource development program is highly relevant to the challenges faced by educators. By prioritizing needs analysis, school management can ensure that the investment of time and money will directly impact the quality of learning.

In practice, school management conducts a comprehensive competency audit of all Islamic Religious Education (PAI) teachers. This audit aims to precisely identify gaps between the competency standards expected by educational regulations and the actual capabilities of current teachers. This problem-solving process utilizes various objective instruments, ranging from direct classroom observations and annual performance assessments to self-administered questionnaires by teachers to capture their aspirations. (Martinez et al., 2016).

The accurate data obtained from the audit enabled school management to identify specific typologies of teacher weaknesses. Researchers found that this identification helped schools determine whether interventions were more needed in mastering classical religious literature (professional aspects) or in utilizing modern instructional tools (pedagogical aspects). (Ningtyas & Sutrisno, 2020) Without a thorough needs analysis, training tends to be general, repetitive, and often misses the root of the problem, making it ineffective in triggering quality transformation in the classroom.

Once the competency map is established, the next strategic step is to develop an integrative training curriculum. Unlike conventional models, which often separate the schedule for developing substantive material from teaching techniques, the integrated planning at the research site structured the curriculum to integrate both aspects. This strategy was consciously designed to eliminate the dichotomous separation between "Teaching Methods" (pedagogical) and "Deepening of Al-Qur'an, Hadith, or Fiqh" (professional) sessions.

This curriculum integration is woven into a single, mutually reinforcing theme, with each

in-depth study of religious material accompanied by a delivery methodology. This enables teachers to understand that complex religious material requires a specific methodological approach to be understood by the logic of millennial students. For example, when the curriculum discusses contemporary Islamic jurisprudence (Fiqh), the material is directly paired with problem-based learning (PBL) techniques or simulations of real-life cases relevant to students' lives.(Zuairiyah et al., 2025).

Through this approach, Islamic Religious Education teachers not only gain greater theological insight but also gain a practical understanding of how to transform that knowledge into an interactive classroom environment. This integrated planning also includes selecting resource persons or instructors with multiple capacities. School management tends to choose facilitators who are not only experts in religious studies but also have a background as educational practitioners who understand the learning psychology of school-age children.

The synergy between the expertise of the resource person and an integrative curriculum is key to rebuilding Islamic Religious Education (PAI) teachers' confidence. This is crucial to ensure that the narrative developed in the training remains grounded in classroom realities and student needs, rather than simply inaccessible academic theory. With the right resource person, teachers feel they have found practical solutions to the instructional challenges they have faced in delivering abstract religious material.

Beyond the material aspects, the planning for this integrated training management also addresses logistics and strategic timing. School management considers academic rhythms and routine workloads to ensure teachers can participate in the training in a mentally prepared and focused state without feeling overwhelmed by mounting teaching duties. Active teacher involvement in formulating training objectives is also a management priority, fostering a strong sense of belonging to the self-development program.

Collectively, research findings demonstrate that thorough, data-driven training planning can minimize teacher resistance to change. When teachers perceive that the training curriculum addresses the real challenges they face in explaining difficult material, their motivation to learn significantly increases. Teachers no longer view training as an additional burden but rather as a professional necessity that enhances their self-esteem and the quality of their service to the school.

These findings confirm that the starting point for successful integrated training management lies in the school's courage to conduct an honest audit and planning that integrates pedagogical and professional competencies. Awareness of the importance of balancing these two aspects, instilled from the program design stage, has proven to be a key driver for improving the quality of Islamic education. This holistic planning ultimately leads to a more dynamic, relevant, and meaningful learning environment for students.

2. Implementation of Integrated Training (Blended Method)

The implementation phase of integrated training management is a concrete manifestation of the previously developed integrative planning to improve educator quality. The primary strategy implemented in this phase is the simultaneous integration of theoretical reinforcement and hands-on practice, better known as the learning-by-doing approach. In the context of Islamic Religious Education (PAI) teachers, this approach ensures that each in-depth study of essential material does not stop at the cognitive level but is directly transformed into instructional skills ready for implementation in the classroom.(Mahara & Hafidz, 2025).

One concrete example of this integration is evident in the in-depth interpretation session of Quranic verses, where professional and pedagogical aspects are seamlessly combined. After the resource person provides an in-depth explanation of the *asbabun nuzul* (the causes of revelation) and the legal content of a verse, participants are not left to be passive listeners. They are immediately directed to participate in a practical session on creating interactive presentation media relevant to the verse. With the support of technological devices such as Samsung Galaxy Tabs or laptops, teachers are trained to simplify complex interpretation concepts into engaging visualizations, ensuring that the complex material retains its scientific weight.

The use of interactive media, infographics, and digital quizzes in interpretive

presentations aims to convey Islamic Religious Education (PAI) material more easily and adaptably to the characteristics of today's students. This process automatically hones teachers' professional acumen in selecting the most crucial material essences, while also enhancing their pedagogical skills in utilizing educational technology.(Nasri, 2024). Thus, technology not only acts as a tool, but also as a means to strengthen the effectiveness of conveying moral and theological messages contained in the Islamic Religious Education curriculum.

In addition to media reinforcement, the implementation strategy also emphasizes the use of microteaching methods, or small-scale teaching practices, as a testing ground for competency. In these sessions, each Islamic Education teacher is given the opportunity to practice the latest learning theories, such as Inquiry Learning or Discovery Learning, within religious material. This practice is crucial for overcoming the instructional stuttering often experienced by teachers when implementing conceptual educational theories into dynamic, real-world learning scenarios.

During the Microteaching process, a comprehensive evaluation encompasses two main pillars of competency. Teacher professionalism is monitored through the accuracy of their use of religious teachings and the depth of their explanations of religious material. Pedagogy is assessed based on their skills in opening lessons, managing classroom dynamics, and questioning techniques. This model allows teachers to make mistakes in a safe environment, allowing them to receive direct feedback from colleagues and expert instructors before actually entering the field.

The primary advantage of this integrated training is the creation of a holistic learning experience, where teachers experience a unified path of self-development without feeling burdened by fragmented training. This synchronization is gradually eroding the dichotomy between the roles of "religious expert" and "teaching expert," which have often been separated. Islamic Religious Education teachers in the modern era are required to possess strong scholarly authority while also possessing captivating teaching skills, so that spiritual messages remain relevant amidst the currents of modern transformation.

Overall, this model of integrating theory and practice has significantly increased educator confidence in facing increasingly complex classroom challenges. Teachers feel better prepared because they are equipped with a comprehensive arsenal of both content and methodology. This dynamic and interactive implementation model has proven effective in shifting the teacher paradigm from one that is content-oriented to one that is student-centered, while maintaining high standards of religious professionalism.

3. Information Technology Integration

Mastering a Learning Management System (LMS) has become a key strategy in systematically distributing professional materials for Islamic Religious Education teachers. Utilizing this platform is not simply an attempt to follow the digitalization trend, but rather a measured step toward organizing religious content into a more logical and easily accessible structure for students.(Oktaria et al., 2023)Through this digitalization, teachers are required to be able to upload materials, modules, and digital reference books in a structured manner, which indirectly tests the depth of their mastery of professional content in a more modern, neat, and well-documented format.

The implementation of this technology creates an ecosystem that naturally encourages teachers to independently and sustainably improve their digital pedagogical competencies. Researchers found that when Islamic Religious Education teachers create learning flows within an LMS, they face a dual challenge: maintaining the integrity of the material while simultaneously understanding the logic of digital navigation, online learning time management, and virtual interaction techniques. This synergy ensures that increasing professional capacity in understanding religious content does not stagnate but rather goes hand in hand with improving methodological skills in the digital world.

One significant advantage of using an LMS is the creation of more effective and measurable personalized learning. Islamic Religious Education (PAI) teachers are trained to develop a variety of digital evaluation instruments, from interactive quizzes and discussion forums to project-based assignments, all of which are automatically recorded by the system.(Kurniawati

et al., 2026) This makes it easier for teachers to monitor students' individual learning progress, which is a manifestation of the pedagogical aspect, while also ensuring that mastery of the PAI material delivered has reached the established professional standards.

Authentic data generated from student activity within the LMS serves as a compass for teachers to continuously improve their teaching methods. Teachers can see which material is most difficult for students to grasp based on grade statistics and discussion forum engagement. With this data, instructional decisions are no longer based solely on intuition but rather on empirical evidence, so that future teaching strategies are more precise and targeted to students' needs.

Furthermore, LMS integration into integrated training management has proven effective in breaking down the limitations of space and time that have traditionally hampered conventional teaching and learning. Islamic Religious Education (PAI) teachers now have the flexibility to deliver theoretical material through digital platforms, allowing face-to-face classroom sessions to be optimized for in-depth discussions or character building. (Abas & Supi'ah, 2025) Teachers' ability to curate valid and credible digital content amidst the rapid flow of information also serves as a new indicator of their professionalism as guardians of religious values in the information age.

The use of this technology acts as a powerful catalyst in integrating teachers' pedagogical and professional competencies. Islamic Religious Education (PAI) teachers who are skilled at managing an LMS tend to be more creative and innovative in designing learning scenarios, so that the religious learning environment no longer feels rigid or boring. This digital transformation demonstrates that mastery of information technology is no longer merely an optional skill but has become an integral part of the professional identity of Islamic Religious Education (PAI) teachers in the contemporary era.

In conclusion, the integration of information technology through an LMS successfully bridges traditional religious values with the digital lifestyle of today's generation. Training management that prioritizes this aspect has succeeded in producing educators who are not only pious and theologically knowledgeable but also technically competent. This success confirms that modern Islamic Religious Education teachers are those who are able to adapt to change without losing the essence of the teachings, while also utilizing sophisticated technology to expand the reach of Islamic preaching and education.

4. Evaluation and Follow-up

The success of a human resource (HR) development program in an educational institution is no longer measured superficially by the completion of a closing ceremony or simply the distribution of certificates to participants. The most crucial strategy for the effectiveness of competency development lies in the post-training phase, where school management closely monitors the implementation of the knowledge gained. (Weiland, 2024) The main focus at this stage is to ensure that all investments of time, energy, and resources that have been made are truly transformed into real changes in instructional behavior in the classroom.

One concrete manifestation of this evaluation strategy is the implementation of regular, planned, and ongoing classroom supervision. Field findings indicate that this supervision is not implemented as a tool to find fault or make administrative judgments against teachers. Instead, supervision functions as clinical mentoring, with the principal or supervisor acting as a dialogue partner. Supervisors go directly into the field to observe how Islamic Religious Education teachers integrate new pedagogical strategies in delivering their professional content, ensuring that the theory learned does not stop in the training room.

This clinical mentoring provides a crucial bridge to ensure teachers' conceptual understanding is effectively incorporated into daily learning practices. Without an evaluation phase that touches on practical aspects, educators tend to revert to their "comfort zone" of using conventional, monotonous lecture methods. (Aryati & Mulyono, 2022) Direct monitoring ensures that the desired quality standards in integrated management are consistently maintained, so that the transformation of the quality of Islamic education can proceed in accordance with the institution's vision.

Through this supervision, teachers receive objective and constructive feedback on their performance. This feedback covers the effectiveness of their use of digital presentation media and the appropriateness of their use of discussion methods in explaining complex religious issues, such as contemporary Islamic jurisprudence. This in-depth evaluation enables teachers to identify small gaps in their professional delivery and promptly make methodological improvements, thereby further honing their pedagogical competence as they deepen their understanding of the material.

In addition to formal supervision, this follow-up strategy also includes reinforcement through peer-to-peer reflection forums. These forums provide a platform for fellow Islamic Religious Education (PAI) teachers to regroup and share experiences regarding the technical and sociological challenges they encounter when implementing new strategies in the classroom.(Supatah et al., 2024)This collective discussion serves as a highly effective support system for collaborative problem-solving, while simultaneously strengthening collaboration among educators within a unified vision of quality development.

The existence of this reflection forum demonstrates that integrated training management has successfully created a culture of continuous organizational learning. Each teacher feels encouraged to continuously improve themselves without feeling intimidated by the assessment process. The integration of formal training, field implementation, and ongoing supervision creates a continuous cycle of quality improvement. This demonstrates that the professional and pedagogical competence of Islamic Religious Education teachers is a dynamic entity that must be continuously maintained through appropriate supervision and managerial support.

Ultimately, the research confirms that schools that implement disciplined post-training management have a significantly higher success rate of learning transformation than those that rely solely on one-off training. Classroom supervision and post-training follow-up are key to quality assurance, ensuring that teacher competency extends beyond mere paper achievements. This ensures that competency truly lives on and benefits students directly through higher-quality, meaningful learning interactions that are relevant to the challenges of the times.

Conclusion

1. Needs Analysis-Based Training Planning Training planning is conducted through honest and objective competency audits (observations, questionnaires, and performance assessments) to map teacher skill gaps. The success of this stage lies in the development of an integrative curriculum that eliminates the dichotomy between pedagogical and professional sessions, and the selection of resource persons with dual capacities (religious experts and education practitioners).
2. Integrated Training Implementation with the Blended Method The training implementation applies a learning-by-doing approach that combines theory and practice simultaneously. Through interactive media creation simulations and microteaching methods, Islamic Religious Education teachers are able to transform abstract religious material into ready-to-use instructional skills, thereby increasing self-confidence and shifting the teaching paradigm to a more student-centered one.
3. Information Technology Integration through LMS: The use of a Learning Management System (LMS) serves as a catalyst for unifying digital pedagogical competency and professional content mastery. This integration breaks down the boundaries of space and time, enables personalized learning through data-driven evaluation, and requires teachers to become credible curators of digital content for the millennial generation.
4. Post-Training Evaluation and Follow-Up: The success of the learning transformation is determined by close monitoring through clinical classroom supervision and peer review forums. This ongoing evaluation cycle ensures that acquired competencies are not limited to a certificate but are implemented in real-world settings to create high-quality learning

interactions in the classroom..

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